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ABSTRACT

Suggestions for teaching selected life skills to adult and juvenile offenders are presented in this document. The general purpose of life skills programming is to help persons live more successfully and to function better in their multiple roles as members of a family, community, and workforce. Life skills training is treated as an educational program emphasizing the world of work, practical living skills, personal growth and management, and social skills. The first section provides guidelines in terms of the process of searching for, evaluating, and making a final selection of products for implementation of a life skills program in a correctional setting. The second part supplies detailed descriptions of a number of commercial products that are appropriate and available for use in this type of program. A quick reference chart of the resources discussed in part 2 makes up part 3. Samples of necessary forms required to carry out a life skills program are provided. (MKA)

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ED 418 367

Choosing Life Skills

A Guide for Selecting Life Skills Programs for Adult and Juvenile Offenders

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Choosing Life Skills

A Guide for Selecting Life Skills Programs for Adult and Juvenile Offenders

Prepared for

Office of Correctional Education
Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202

by

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January 1998

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Introduction

In order to make a successful return to family, community, and workplace, individuals who leave correctional facilities need an array of life skills. Most important, of course, are the basic skills—reading, writing and arithmetic—which are usually offered in adult education programs in correctional facilities. However, being literate alone does not ensure a successful transition to independent living and a job.

To get a job, a person must know how to write an application letter and resume, and how to prepare for and participate in a job interview. He or she must have job skills to offer. To keep a job, the person needs a number of social skills: he or she must know how to get along with peers, deal with supervisors and other authority figures, and provide timely, responsible, and consistent work performance. Additionally, providing for a family requires knowledge about budgeting, leases, credit, insurance, taxes, and other daily living areas, all of which used to be called survival skills. Personal relationships, parenting, health, and nutrition are a few examples of other types of skills required for the person to be an effective spouse and parent.

All these skills need to be taught in correctional education programs, which for the most part have traditionally focused solely on basic academic skills, GED programming, and vocational training. Recognizing this, and authorized by the National Literacy Act as amended (P.L. 102-103), the U.S. Department of Education conducted a competition for a discretionary grant program designed to reduce recidivism through the development and improvement of life skills necessary for the integration of adult, state and local prisoners into the community. Nineteen separate grants were awarded nationwide in the fall of 1993.

Each of the 19 grantees began by identifying existing life skills curricula and materials to be used in their programs. This was a time-consuming and often frustrating process. Few of the grantees used a formal evaluation process in selecting specific materials. Many made up their own curricula by culling bits and pieces from various sources. As far as can be ascertained, formal needs assessments were not conducted prior to selecting program components.

During the operation of the grant projects, it became clear that no systematic information was available to correctional specialists and administrators in search of a life skills program. It also became clear that the process of selecting or developing an appropriate life skills curriculum was time-consuming and therefore costly. Even if the time and funds were available for such a project, however, all too often grantees were not satisfied with their original selections and had to change course midstream, sometimes several times.

As these factors became evident, the Department of Education decided to provide additional funding to one of the original life skills grantees—the Lexington-Fayette Urban County Government Life Skills Reintegration Program (managed by Eastern Kentucky University)—to provide a systematic search of existing commercial life skills products and to prepare a guide for use by adult and juvenile correctional educators.

Definition of "Life Skills"

In order to establish a scope of the search for such products, it was necessary to determine what the term "life skills" means. In the original request for proposal (RFP), the Department of Education defined "life skills" as including "self-development, communication skills, job and financial skills development, education, interpersonal and family relationships development, and stress and anger management." This broad definition made it possible for grantees to create a wide variety of programs, including one or more of the following: basic academic skills, pre-employment training, computer literacy, and social skills.

For the purposes of this guide, the concept of "life skills" is defined in terms of outcomes, i.e., **it is the general purpose of life skills programming to help persons live more successfully and function better in their multiple roles as members of a family, community, and workforce.**

Obviously, all education programs and treatment programs contribute toward meeting such outcomes; nevertheless, we see life skills as *complementing* academic, vocational, and treatment programs rather than *being composed of* these.

In this guide, the definition of "life skills" has been narrowed in a number of ways. First, we have narrowed the subjects for consideration. In this guide, life skills programs are considered by definition to consist of multiple components drawn primarily from the following four areas:

- **The world of work**—filling in applications, writing resumes, interviewing, work ethic, and job keeping skills;
- **Practical living skills**—money management, housing, transportation, parenting, and health;
- **Personal growth and management**—goal setting, responsibility, moral reasoning, and anger control; and
- **Social skills**—getting along with people, conflict resolution, and mediation.

Using this definition, a life skills program is *comprehensive* in nature rather than focused on any one specific area such as parenting. This is what sets it apart from such related areas as consumer education, health education, pre-employment training, and cognitive reasoning programs. All of these are areas from which life skills programming may extract materials, and which are specialized rather than comprehensive.

Our definition of life skills as a program subject also includes the intended instructor. As used in this guide, the life skills program is an *educational program*, to be taught in an educational setting by a teacher. It is cognitive in nature. It is not intended for use by therapists, counselors, unit or cottage personnel, or clinicians. Therefore, we have excluded from this guide programs which, although sometimes labeled "life skills," are in fact treatment or counseling programs. Although we have included drug education components, we have excluded commercial packages which focus exclusively on substance abuse, treatment, and rehabilitation. For the purposes of this guide, then, life skills is an educational program, with multiple components drawn from the four areas listed above: social skills, employment readiness, personal growth and management, and practical living skills.

Organization of This Guide

The publication is organized into three parts. The **first** part provides guidelines in terms of the process of searching for, evaluating, and making a final selection of products for a life skills program in a correctional setting. The **second** part provides detailed descriptions of a number of commercial products. The **third** part consists of a quick reference chart of the products described in the guide.

Principles of inclusion. It should be noted that there is no claim to have identified and included all available life skills materials that could possibly be used in correctional settings. We contacted a large number of publishers and vendors and requested copies of their products that might meet the definitions we had established. Some vendors provided us with products; some did not. *For a product to be included in this guide, it must first have met the project definition and must have been examined by project staff.* We did not accept vendor catalogs as a substitute for the product itself. Some of the submitted products did not meet the project definition or were found age-inappropriate and hence were not included in the guide.

Therefore, we propose that this publication be used as a starting point, rather than as a definitive account of all appropriate course materials. We also caution readers that some of these products may well have been revised or may have become somewhat dated since their review. New life skills projects have almost certainly been launched as well.

The products included in this report have been reviewed and described, but not evaluated. In other words, there is no quality assurance attached to the descriptions of items in this publication. Where evaluation was indicated by the publisher, it is noted in the product descriptions.

Using the guide. This publication is intended to assist correctional professionals charged with the development and implementation of life skills programming for their clients. It does so in two ways:

- First, it outlines a step-by-step process of product identification, evaluation, and final selection and provides some instruments for use in this process. It stresses the primary importance of basing such a selection on identified needs of a specific client population and on involving a number of professionals, even some clients, in the product review stage.

- Second, it lists and describes specific products in an effort to help busy correctional professionals find publishers, vendors, and selected products quickly. This information is neither all-inclusive nor necessarily up-to-date at the time the guide appears in print. It is not intended to be a sole source for ordering materials sight unseen.

Life skills has in recent years emerged as a much needed but often ignored area of correctional education. Adult inmates and youthful offenders often lack the social, survival, personal management, and employment skills necessary to function in the family, community, and workplace. Without such skills, their academic and vocational training alone will not suffice.

Teaching life skills in a correctional setting offers a number of opportunities to bring the community closer by utilizing local volunteers as an integral part of the curriculum. Volunteers not only bring specific skills to the program through a bank employee presenting a special unit on credit or savings accounts, for example, but they may also help motivate both staff and students:

- Teachers can benefit from the enthusiasm and spirit of volunteers, and may renew their own sense of the importance of the jobs they perform in helping their students prepare for post-release lives.

- Students need a great deal of encouragement to begin to believe that the skills they are learning are relevant to their future lives in the community.

We hope that this publication will lead to further life skills programming in corrections, to better life skills programs, and to increased post-release success for participants in life skills programs.

Section 1

How to Select a Life Skills Program

Section 1

How to Select a Life Skills Program

This section is intended to assist educators working in juvenile or adult correctional education programs in selecting the most appropriate materials for their current or prospective life skills program. It suggests a step-by-step method for making a responsible and informed choice. It also provides instruments that can be used in the selection process.

A further goal of this section is to provide tools and information that will facilitate the process of identifying life skills materials and programs for review and will involve staff in the product evaluation and final selection. We recommend a selection process based on identification of the clients to be served, their life skills needs, the time they have available for life skills programming, and currently available resources in terms of staff, money, space, and equipment (such as computers, VCRs). It includes identification of commercially available life skills products, a staff review and evaluation phase, followed by a final selection that matches products to identified client needs and available resources.

The selection process outlined in this guide will also help you avoid some common pitfalls. For example, it will prevent you from making a premature selection—by quick choice from a catalog or from a vendor exhibiting at a convention—before having examined a number of alternatives. We also strongly suggest that you and your staff not consider developing your own materials before having carefully reviewed what is available commercially. Making your own materials is often more costly (if you calculate staff time and reproduction), and the products are seldom as professional or attractive as those developed by educational publishing houses. Finally, following the information and guidelines in this publication will make sure that you do not break any copyright laws, however inadvertently. Each item in Section 2 includes information as to which materials are copyrighted, which are in the public domain, and which may be legally reproduced.

The time and effort you invest in the selection process will be well worth while when the end product is considered—a life skills program that is appropriate for your specific population and your students' needs, one that your staff is comfortable with and capable of instructing, and one that is a good buy for your program dollars. This process enables program staff to make wise use of resources; it also provides a base for accountability, since

you can show how and why a certain product was chosen over another, what the alternatives were, and how the allocated monies were used.

Step 1: Identifying the Target Population and Its Needs

The process should start with an analysis of the population targeted for your life skills program and an assessment of their specific needs. The purpose is to search for the life skills programs and materials that will constitute the best match for your specific population. The following discussion is based on conducting this identification and assessment on a facility rather than system-wide basis. This process may be formal (based on records, tests, or research) or informal (based on observations and recommendations of teachers, other facility staff, and potential clients). We propose a combination of both.

The first task is to identify the number of potential life skills students and the length of time available for such a program, ranging perhaps from a few weeks only in a jail or detention center to 12 months or more in a longer term facility. In general, a life skills program should be delivered to clients who have no more than 12 months before reentering the community.

The second task is to draw a profile of the potential life skills students in terms of gender, age, race, length of stay at the facility, education, and work history. The data you need for these tasks are usually readily available in the facility's data base. Appendix I includes a form that you can use to collect the needed data and to draw conclusions for your search for an appropriate life skills program.

To start identifying the types of components to be included in your life skills program (pre-employment training, social skills, health, finances, parenting), you need additional information. There are several good sources for this information. One is to test a group of representative potential life skills students with a formal life skills measure. A few of the products described in this guide include such instruments. The information can, however, also be gained by asking facility staff who are in a position to have observed their client's needs—teachers, counselors, and work supervisors. This could be done by a simple survey, informal interviews, or in focus groups. Similarly, potential clients could be asked how they perceive their needs.

By combining the information culled from institutional records and from staff and clients, you should be able to define rather precisely what kind of life skills program (or possibly more than one kind, if you have significant subpopulations with varying needs) and materials you need, and to focus your search from the start. We suggest that you document your findings and share them with other staff for discussion and revision as necessary. The following is an example:

Our current population is 450. The typical stay is 18 months, but we have a sizable population of short termers (six months or less). This suggests that we might need both a longer and shorter version of Life Skills, or versions which are intense (daily for six weeks) and less intense (twice a week for fifteen weeks). If we schedule Life Skills for a client's last six months at the facility, we would have a maximum of 150 inmates per year to serve.

All our inmates are male, with a median age of 27, and a median reading level on the Test of Adult Basic Education of 7.2. Only 12 percent have passed the GED or graduated from high school. Forty percent are African-American and 23 percent Hispanic. Half of the Hispanics do not know English and need ESL materials. Most of our inmates were unemployed or had worked as temporary labor in unskilled jobs at the time of arrest. Most are unmarried; 10 percent are fathers.

Staff surveyed felt that social and job-keeping skills are the highest priorities. Inmates surveyed more often mentioned a need for skills in job-finding, how to manage their lives, and how to get along with others. It was clear from a simple test on family finances, budgeting, and consumer skills that our inmates are very ignorant in these areas.

Based on the above, we should be looking for a multi-component life skills program, including at a minimum social, job-finding, job-keeping, and family survival skills. The reading level needs to be fairly low. Materials must appeal to a multi-ethnic audience and preferably include an ESL or Spanish version. Since we have computers and VCRs already, we could handle programs including computer software and/or videos.

At this time, we do not have funding for additional computers. The total money allocated for life skills materials and equipment is $50,000. We should still keep our eyes open for the "best" program, even if it exceeds our current costs, since we could ask for more money next year.

Step 2: Determine Sources for Life Skills Programs and Materials

The next step is to identify for future contact the publishers and vendors of life skills materials and the specific products available commercially. The goal here is to cast the widest net possible and get the best professional advice in locating publishers and programs. There are a number of sources to be used:

1. *Section 2 of this Guide.* It identifies major publishers that have entered the life skills market. Since this type of information becomes outdated quickly, we suggest that you contact individual publishers to receive an update on the listed materials and to identify new products.

2. *Vendors at professional conferences.* These include the conferences of the national as well as regional chapters of the

Correctional Education Association, the American Correctional Association, the Vocational Education Association, the Adult and Continuing Education Association, the National Education Association, and the American Federation of Teachers. You can review materials at the vendors' booths, sign up for, or get, catalogs and complimentary copies, and request further contacts and information. You can usually ask to be included on the vendor's mailing list to receive new catalogs in the future.

3. *Internet.* Many vendors have established websites with descriptions of their products.

4. *State Education Agency.* Some states already have life skills curriculums developed for secondary education, which may, with some adaptation, suit your purposes. State education personnel may also be able to tell you which local education agencies, Job Corps centers, or vocational training schools have life skills programs and curricula and whom to contact.

5. *Media/Curriculum Resource Centers.* Use federal, regional, and state media/curriculum resource centers. Your state education agency could help you identify where these are located in your area.

6. *Local colleges and universities.* Postsecondary institutions are a good resource, especially if they have an education department. You may be able to obtain both advice from their resource people as well as access to their library/media center services.

7. *ERIC.* The ERIC (Educational Research Information Center) system can be accessed through most university libraries. It will identify papers, articles, and reports by subject. It may provide information on life skills programs found effective in specific settings.

8. *Professional journals.* Use the professional literature, especially the journals published by the various professional associations listed above. You may find articles pertaining to life skills programming as well as advertisements of new products.

Keep a card or computer file on the various life skills programs, curricula, and materials you have identified, including the titles, names and addresses of publishers, and a brief note about content and medium (computer, video, print), to allow you to determine later whether the value of the product justifies contacting the publisher for further information and a copy for review.

Step 3: Contact Publishers/Vendors for Sample for Review

Based on your records, select the most likely sources and contact these by telephone, letter, FAX, or e-mail. Ask for the name of a contact person for future reference. The following are reasonable requests from vendors:

1. *Review copies.* Most vendors will provide you with a copy of their materials for review. In some cases (usually with relatively inexpensive print materials such as workbooks and readers), the vendor may give you a copy. Often they will forward a copy for review, to be returned later. Ask for at least 30 days, preferably 60 days, so that all members of your review team have a chance to examine the materials.

   If the vendor is unwilling to provide a free copy, and if the product seems a strong possibility for your life skills program, buy one copy for your review. It is a good rule never to order anything in bulk that you have not examined in its entirety.

2. *Demonstrations.* If you are considering investing in an expensive multi-unit, computer- and/or video-based program, ask the vendor for a demonstration. Preferably the vendor will provide an on-site demonstration at your facility or agency for all staff on your review committee and for potential life skills instructors. If the vendor is unable to do so, ask where in your state or region you could see the program in use, either at a working site or at a conference.

Step 4: Develop Your Review Process and Protocols

This step includes the following:

1. *Develop an Advisory Review Committee.* We suggest that you carefully select three to five people to serve as a review committee. Do not limit the membership to academic staff but include staff from other relevant disciplines (vocational education, counseling, job placement or transition). You may consider having a potential user involved. Be sure that all members understand that their role is advisory only. The final selection should be left to the person in charge of developing the life skills program.

2. *Screen Materials to Be Reviewed.* The person in charge should screen the incoming materials and eliminate those which are obviously not appropriate for your population. The committee should review only products with real potential and within the realm of available resources. The person in charge should make these judgment calls. Ideally, no more than six to 10 products should be referred to the committee as a whole, or the process will be too cumbersome and time-consuming.

3. *Prepare Product Descriptions.* For each product to be reviewed by the committee, prepare a "Product Data Form." (This form is included in this guide as Appendix II.) You may have to contact the vendor or publisher for additional information after having received the product. The more information you are able to provide the committee, the better they will be able to evaluate the product and the more informed your final selection. In filling in the product data forms, use the entries in Section 2 of this guide as your model.

4. *Hold Initial Review Committee Meeting.* At the initial committee meeting, the following should be accomplished:

   a. Describe the process.

   b. Hand out the "Product Evaluation Form" and go through its use. (See Appendix III.)

   c. Hand out the products to be reviewed and the accompanying "Product Data Forms." Since publishers rarely provide more than one examination copy, you need to circulate the products according to a pre-established order and time schedule.

   d. If there are products to be demonstrated by a vendor and/or require special equipment (computer, TV monitor, or VCR), discuss scheduling such demonstrations and access to equipment.

   e. Set an agreed-upon target date for completing all reviews and handing in all product review forms to the person designated to receive them.

Step 5: Conduct the Reviews and Demonstrations

The next step is simply to have the individual members of your review committee conduct their individual reviews and submit their evaluation

forms on schedule. This is also the time to schedule and conduct vendor demonstrations. If you consider a multi-component, computer-based program requiring a considerable investment, be sure that you and/or your staff have opportunity to review the entire program, not just a sample. If the program includes videotapes, be sure to review all of them.

Step 6: Making the Final Decision—Considerations

Making the final decision includes two phases. First, have the review committee meet and discuss their findings and solicit their recommendations. If possible, reach consensus, since that will facilitate the future course of your life skills program. Second, as the person in charge, you need to make the final choice, write a justification, and proceed to the purchasing stage.

In making that final selection, the following questions should be considered:

1. Is there a good match between our assessed needs and what this product offers?

2. Is the product appropriate considering the age, ethnic composition, gender, and reading level of our targeted clients?

3. Is one product meeting all our needs, or do we have to assemble our life skills program from various products? If so, which should be chosen?

4. If we buy this product, what additional equipment and materials do we need? Can our current budget handle that?

5. Can we staff a life skills program using this product? What preliminary and ongoing staff training would be needed?

As part of making a final selection, the question may arise: Would it be cheaper and easier to make up our own life skills curriculum and materials? There may be some advantages to doing so, but experience has shown that the disadvantages usually outweigh those.

On the plus side, staff are going to be comfortable and vested in materials they have developed themselves. Furthermore, you may create the closest match possible between your clients' needs and the curriculum and materials this way. Making your own products may be cheaper if you consider writing your own materials and reproducing them on your copier. Producing your own videotapes, on the other hand, can become far more costly than buying tapes, if you do more than videotaping a speaker or something like a mock interview. Developing your own materials is not

necessarily cost efficient. You should calculate the cost of staff time; production costs; possible royalty fees; consulting fees; and travel, studio, and equipment costs that may be involved to arrive at the true cost to your program.

On the minus side, however, disadvantages are many. First, you must consider the quality, professionalism, and attractiveness of "home-grown" products. Unillustrated, photocopied materials are seldom inspiring for students. Color, illustrations, videotapes, computer software—these are more likely to hold students' interest. A great deal of time and expertise are needed to develop effective and attractive educational materials, and usually only professional publishers have the resources to do it well. Your question should be: Could we do it as well as or better than a publisher and at less cost? If your answer is "no," don't do it.

A common way of making up your own program is to borrow from a number of sources and then continue to reproduce the materials as needed. You can do so legally only if you reproduce from materials in the public domain (such as this guide) or with the written permission of the publisher; however, as you will see in section 2 of this publication, most life skills materials are copyrighted, and not in the public domain. In some cases, a publisher will permit you to copy certain parts of a product with the purchase of an original. Most products available from publishers can be reproduced in their entirety or in part only with the written permission of the publisher. Without that permission you would be breaking the law.

It is our belief, therefore, that you are better off examining all possible commercially available life skills materials—and there are many—before deciding to make up your own. If you cannot afford a multi-component, computer based life skills program, consider one of the lower cost options on the market, many of them listed in the section that follows.

Section 2

Product Descriptions

Title	**Social Skills on the Job**
Source	**American Guidance Service, Inc.** 4201 Woodland Road Circle Pines, MN 55014-1796 1-800-328-2560
Topics	Personal Growth and Management, Social Skills: appropriate clothes, hygiene, illness, punctuality, authority figures, breaktime behavior, schedules, admitting to mistakes, introductions, asking for help, dealing with criticism
Audience	Designed for high school students, age 15 and up, mildly mentally retarded, mildly emotionally disturbed
Format	Print: worksheets, review test, scripts for role-playing, teacher's guides Videotape: presents social skill simulations Software: 15 diskettes (Apple IIe, IIc, IIgs computers) with independent lessons
Instruction	Some directed by teacher, some independent
Support	Negotiate with sales staff
Costs	Computer supplement (15 diskettes, software manual), $262.96 Videotape with teacher's guide and masters of worksheets for duplication, $314.95 Complete program includes videotape, 15 computer diskettes, teacher's guide, software manual, and masters of worksheets for duplication, $577.95
Legal Considerations	Copyrighted; print worksheets are masters which may be duplicated

Title	**Social Thinking Skills**
Source	**Clear Pointe Press** (Katherine A. Larson, Author) 3875 Telegraph Road Bldg. A-375 Ventura, CA 93003 1-805-658-8135
Topics	Personal Growth and Management, Social Skills: how to identify problems, feelings, and emotions; how to control anger; goal setting, conflict resolution, problem solving, assertiveness; being socially appropriate when facing peer pressure and criticism
Audience	Juveniles and adults, all ability and achievement levels, male and female. Not culture-specific. Program has been used with learning handicapped and emotionally disturbed incarcerated adolescents, college level young adult offenders, secondary school adjudicated youth and adult offenders
Format	Print: three-ring notebooks, workbooks, small posters, activity sheets; teacher's manual
Instruction	Open entry possible, but lessons have an order and sometimes refer to earlier lessons. No suggested class size or type of class composition. Teacher acts as group discussion leader and facilitator; teacher explains objectives and directs review exercises
Support	Teacher's manual and record chart to track student progress; teacher training not required
Costs	1-2 sets $250.00 each, $6.00 s/h 3-5 sets $225.00 each, $4.00 s/h 6-9 sets $210.00 each, $3.50 s/h 10 or more sets $199.00 each, $3.00 s/h Follow-up manuals $9.95 each, $1.00s/h
Legal Considerations	Materials are copyrighted but may be copied for reuse
Notes	There are two versions, one written specifically for offender populations (both juveniles and adults), and one for community as well as institutional programs. The second version is designed to be implemented in public and private school education and counseling programs, as well

as in community-based counseling programs such as substance abuse treatment centers and mental health programs

Formal tests:

Larson & Gerber (1987) tested efficacy of teaching to youthful offenders incarcerated in a state youth prison

Larson (1987) tested efficacy for enhancing junior high school transition in difficult to teach, low income minority pupils

Larson (1987) tested efficacy for increasing parole success of low functioning youth paroled to inner city neighborhoods

Title	**Essential Skills for the Workplace**
Source	**Contemporary Books** Department AE995 Two Prudential Plaza, Suite 1200 Chicago, IL 60601-6790 1-800-621-1918
Topics	The World of Work: working with money orders, calculating sales and tax, filling out purchase orders, determining shipping costs, interpreting sales receipts, figuring average sales call time, revising a schedule, interpreting a work order, creating a filing system, completing an expense report, balancing a cash drawer
Audience	Literacy—4-5 (Level One), 6-8 (Level Two)
Format	Print: four titles, teacher's manual
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Books: 1-3, $10.57 each; 4 or more, $7.95 Teacher's manual, $7.95
Legal Considerations	Copyrighted

Title	**Ready to Work**
Source	**Contemporary Books** Department AE995 Two Prudential Plaza, Suite 1200 Chicago, IL 60601-6790 1-800-621-1918
Topics	The World of Work: Ready to Work—Evaluating interests, strengths, and experience; networking, researching and locating a job; preparing a skills resume; writing cover letters ad filling out applications; interviewing techniques; balancing work and personal demands; understanding job rights and responsibilities. Work-Wise—Job search sources; dealing with difficult interview situations; things to consider before accepting a job; budgeting money; stress management; performance reviews; what to do when it's time for a job change
Audience	Literacy level: 4-6 (Ready to Work), 6-8 (Work-Wise); black-and-white photos depict wide variation of ethnicities; useful for juveniles and adults; not gender-specific
Format	Print: two titles
Instruction	Can be self-taught; considered more effective if facilitated by teacher. Answers to lesson quizzes are located in the back of workbooks
Support	Negotiate with sales staff
Costs	Per title: $9.24 (1-3), $6.95 (4 or more)
Legal Considerations	Copyrighted

Title	**You're Hired!**
Source	**Contemporary Books** Department AE995 Two Prudential Plaza, Suite 1200 Chicago, IL 60601-6790 1-800-621-1918
Topics	The World of Work
Audience	Literacy level 4-7
Format	Print: two books, Charting Your Career Path (assessment tool to help direct student towards jobs that match the skills, values, and interests of the individual) and Getting the Right Job (securing a job, networking, researching and locating job, preparing a resume, writing cover letters, filling out applications; interviewing techniques. Also includes teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Book One or Two: 1-3, $9.24; 4 or more, $6.95 Teacher's Guide: $6.95
Legal Considerations	Copyrighted
Notes	A companion piece, "Job Search Skills," is listed in this publication under Franklin Learning Systems

Title	**Job Smarts**
Source	**Curriculum Associates, Inc.** 5 Esquire Road No. Billerica, MA 01862-0901 1-508-667-8000
Topics	The World of Work: identifying interests and strengths in order to choose the right job, opportunities for training, qualities and skills employers seek, job hunting, job leads, preparing for and participating in job interviews, receiving and accepting a job offer, exiting a job, applications
Audience	Designed for prospective workers who are seeking unskilled or semiskilled employment and do not have specialized or professional training; secondary, vocational, school-to-work, job training, ESL programs. Job Smarts Reading level 6; base vocabulary 4
Format	Print: Each student book features thirty employment-related articles with controlled vocabulary. Teacher manual also included
Instruction	Designed for teacher-led classroom; can be "retrofitted" for self-teaching
Support	Negotiate with sales staff
Costs	Job Smarts Book 1 and 2 $6.95 per title Instructor guide $5.95 each
Legal Considerations	Copyrighted

Title	**Life Skills Employability** by Albert Brigance®
Source	**Curriculum Associates, Inc.** 5 Esquire Road No. Billerica, MA 01862-0901 1-508-667-8000
Topics	The World of Work: career awareness and understanding, job-seeking skills, reading skills, speaking and listening skills, pre-employment writing, math skills and concepts
Audience	Older youth to adult; assess students with Life Skills Employability tools; intended for use with adult basic education, ESL, secondary special education, vocational education, job training and placement programs
Format	Print: Inventory—binder including reproducible pages for group assessment Learner Record Book—ongoing assessments, objectives, and progress Program Record Book—(optional) matrix of skills assessed for a group of 15 learners
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Life Skills Employability: $89.95 each Records Books: 10 for $24.95, 100 for $229.00
Legal Considerations	Copyrighted
Notes	Publisher describes these materials as supplementary, rather than a full curriculum. The "Quick-Screen" feature provides an overview of prior knowledge to aid in determining where assessment needs to begin. Rating scales assist with evaluating subjective items, such as aptitude or attitude. Supplemental and Related Skill Sequences list additional, higher-level skills and serve as a guide for curriculum planning

Title	**Life Skills Inventory** by Albert Brigance®
Source	**Curriculum Associates, Inc.** 5 Esquire Road No. Billerica, MA 01862-0901 1-508-667-8000
Topics	Practical Living Skills, Personal Growth and Management, Social Skills: speaking and listening, functional writing, common signs and warning labels, telephone skills, money and finance, food, clothing, health, travel and transportation
Audience	Life Skill Inventory 2-8; older youth to adult; principally English-speaking, although there are suggestions for ESL in the teacher's guide; not gender or culture specific
Format	Print: seven-ring binder, Learner Record Book, Program Record Book "Inventory" binder (200+ pages) includes reproducible pages for group administration, directions for assessing learners individually or in a group setting, and opportunities to assess by observation in school or work settings
Instruction	Teacher directed; useful mainly as a supplemental resource rather than a curriculum
Support	Negotiate with sales staff
Costs	Life Skills Inventory binder, $89.95 each Records Books, 10 for $24.95, 100 for $229.00
Legal Considerations	Copyrighted
Notes	Correlates with SCANS Foundation Skills. A "Quick-Screen" feature contains sampling of items from each skill area and helps to determine the level at which a learner entering the program is functioning, verify the results of other assessments given the learner, and identify areas where more detailed assessment is needed. In-depth skills assessments range in difficulty from grade levels 2-8. No special training or additional materials are necessary to perform assessments

Title	**Stop & Think Series**
Source	**Curriculum Associates, Inc.** 5 Esquire Road No. Billerica, MA 01862-0901 1-508-667-8000
Topics	The World of Work, Practical Living Skills: job search, interviewing, applications, resumes, cover letters, car ownership, credit cards
Audience	Older youth to adult, literacy level 6.0; appropriate for use with adult basic education, ESL, secondary special education, vocational education, job training and placement programs
Format	Print: student workbook, instructor guide
Instruction	Designed for teacher-led classroom; can be "retrofitted" for self-teaching
Support	Negotiate with sales staff
Costs	10 student books and 1 teacher guide: $22.95 per title
Legal Considerations	Copyrighted

Title	**Personal Living Skills**
Source	**Designs for Progress** 9441 East 31st Street Suite 202 Tulsa, OK 74125 1-888-324-5547 or 1-918-324-5547
Topics	Practical Living Skills, Personal Growth and Management, Social Skills: personal living skills, real world living skills, goal setting
Audience	Older adolescents and adults, sixth-grade reading level
Format	Print: 22 workbooks for each student, teacher manual with each unit
Instruction	Each unit can be self-taught or led by a teacher/facilitator
Support	Group license includes six hours of staff training; facility is responsible for trainer's expenses only
Costs	Student workbook, $8.95 each; teacher handbook, $7.95 each; sample pack of 6 student volumes and resource guides, $75.00 Group license varies, depending on size of group
Legal Considerations:	Copyrighted; forms may be duplicated if group license is purchased

Title	**Life Skills Attitudes**
Source	**Educational Design, Inc.** 345 Hudson Street New York, NY 10014-4502 1-800-221-9372
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: Everyday Living: honesty, attendance, promptness, willing attitude, accepting orders, getting along with others, following directions; On the Job: everyday life at work
Audience	Junior and senior high school level; Everyday Living unit also available in Spanish
Format	Print: 2 books
Instruction	Independent study
Support	Negotiate with sales staff
Costs	Each volume (English or Spanish), 1-9 copies, $8.95; 10 or more, $6.50
Legal Considerations	Copyrighted

Title	**The "Me" Series**
Source	**Educational Design, Inc.** 345 Hudson Street New York, NY 10014-4502 1-800-221-9372
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: jobs, future plans, needs and wants, values, learning, training, living on my own, living interdependently, personal growth choices
Audience	High school level, at least 8th-grade reading level
Format	Print: 3 books, teacher's guide
Instruction	Teacher directed or independent study
Support	Negotiate with sales staff
Costs	Each volume, 1-9 copies, $8.95; 10 or more, $6.50; teacher's guide free with purchase of student materials
Legal Considerations	Copyrighted

Title	**Job Search Skills**
Source	**Franklin Learning Systems** 325 Post Road West Westport, CT 06880 1-203-222-8275
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: finding and landing the right job, including resumes, applications, contacting prospective employers, recognizing one's own strengths, building confidence and self-assurance, developing interpersonal skills; the course deals explicitly with problems created by histories of conviction and incarceration
Audience	Adult and juvenile offenders of both sexes; students with special needs and low reading levels
Format	Print: student workbook, teacher's guide with 28 detailed lesson plans Videotape
Instruction	Teacher directed; requires VCR and flip chart or blackboard
Support	Toll-free support number. Teacher training available, but not considered necessary in most cases
Costs	Student workbook, $8.00; teacher's guide, $50.00; videotape $125.00
Legal Considerations	Copyrighted; reproduction rights for student material may be purchased
Notes	A companion piece titled "You're Hired!" is listed in this publication under Contemporary Books

Title	**The School-to-Work Library**
Source	**Globe Fearon Educational Publishers** 1 Lake Street Upper Saddle River, NJ 07458 1-800-848-9500
Topics	The World of Work, Social Skills: self-management, leadership, teamwork, negotiation, dealing with diversity, organizing information, communicating information, understanding systems, scheduling, budgeting
Audience	Interest level 6-12, reading level 4-6; multi-ethnic, multi-cultural
Format	Print: 10 titles, teacher's guide
Instruction	For individual use as a reference
Support	Negotiate with sales staff
Costs	Each volume, $8.50; all 10 volumes and teacher's manual, $75.00
Legal Considerations	Copyrighted
Notes	Based on the SCANS Report; developed in conjunction with Dr. Arnold Packer, the Executive Director of SCANS, and the author of *Workforce 2000*

Title	**Skills for Resolving Conflict Series**
Source	**Globe Fearon** Weiser Educational Inc. 30085 Americo, Dept. s96 Margarita, CA 92688 1-800-880-4433
Topics	Social Skills: team building, handling stress, negotiation, valuing others, valuing yourself, communicating in a healthy way
Audience	Interest level 6-12, literacy level 3-4; ESL strategies in teacher's manual
Format	Print, six titles; teacher's manual
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Student books $6.95 each; teacher's manual $10.95 All 6 volumes with teacher's manual, $46.95
Legal Considerations	Copyrighted

Title	**Building Life Skills** (also offered by Weiser Educational, Inc.)
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: managing resources; time, energy, and money; caring for infants, toddlers, and preschoolers; health and safety; baby-sitting; appearance; nutrition; weight; consumer skills; kitchen convenience, safety, cleanliness, utensils and appliances; fruits and vegetables, cereal products, dairy products; proteins; desserts; foods of difference cultures; clothing design; building and maintaining a wardrobe; fibers, yarns, and fabrics; sewing; personal space; caring for your home; leadership skills; job skills; career decisions; careers in home economics
Audience	Interest level 9-adult, literacy level 5-7
Format	Print: textbook, student activity guide, teacher's resource guide; teacher's resource binder (includes resource guide and transparency packet of 32 ready-to-use color transparencies
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Building Life Skills Text, $28.95 Student Activity Guide, $7.80 Teacher's Resource Guide, $22.50 Teacher's Resource Binder, $58.50 Transparency Packet, $39.00
Legal Considerations	Copyrighted

Title	**From School to Work**
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: cooperative education; what schools and employers expect; communicating on the job; math and computer skills; dressing for work; safety on the job; leadership skills; meetings; researching careers; career decisions; applying for jobs; pre-employment tests; interviewing; succeeding on the job; our economic system; a business of your own; income and taxes; managing spending; credit; banking, saving, and investing; insurance; your role as a wage-earning citizen
Audience	Interest level adolescent to adult, literacy level 5-7
Format	Print: textbook, student activity guide, teacher's annotated edition, teacher's resource binder (includes instructor's guide and transparency packet of 24 ready-to-use color transparencies) Software: test creation software, which allows the teacher to create and print testing materials tailored to class needs; Macintosh and PC format
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Text, $29.97 Teacher's Annotated Edition, $35.25 Student Activity Guide, $7.95 Instructor's Guide, $25.50 Teacher's Resource Binder, $69.00 Transparency Packet, $39.00 Test Creation Software, $78.00
Legal Considerations	Copyrighted

Title	**Goals for Living: Managing Your Resources**
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: managing your daily life; making decisions based on your needs, values, goals, and standards; using resources; a healthy self concept; understanding yourself and others; a caring family; family management; successful relationships; communicating effectively; parent/child relationships; husband/wife relationships; physical and mental health; coping with stress; the environment; child development; influencing children's growth; diet; food budgeting; preparing and serving meals; appealing and nutritious meals; clothing and its care; household needs; an attractive and efficient home; financial planning; credit; financial security; consumer rights and responsibilities; consumer choices; career plans; finding a job; success
Audience	Interest level adolescents to adult; literacy level 5-7
Format	Text: student textbook, student activity guide/workbook, teacher's guide Supplementary materials: Answer key for textbook and activity guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Text, $31.95; student activity guide, $7.80; answer key, $3.60; teacher's guide, $31.50
Legal Considerations	Copyrighted

Title	**Learning for Earning: Your Route to Success**
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: importance of work; education and training; time management and study skills; cooperative education; vocational student organizations; resources, values, and goals; decisions; types of careers; the job search; interviews; winning at work; being a team player; changes in job status; basic skills; communication; appearance and clothing; health; safety on the job; paychecks and taxes; budgets; checking accounts; savings; credit; insurance; a place to live; transportation; being a responsible citizen; entrepreneurship
Audience	Interest level adolescents to adult; literacy level 5-7
Format	Print: textbook, student activity guide Supplementary materials: Teacher's resource guide Transparency packet of 24 ready-to-use color transparencies Teacher's resource binder (includes resource guide and transparency packet)
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Textbook, $25.95 Activity guide, $7.65 Teacher's resource guide, $28.50 Teacher's resource binder, $72.00 Transparency packet, $37.50
Legal Considerations	Copyrighted

Title	**Strengthening Family & Self**
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: growth and development; attitudes toward living; decision-making skills; communication skills; group interaction; relationships; dating; preparation for marriage; adjusting to marriage; parenting decisions; pregnancy and childbirth; child development; child care and guidance; family matters (5 titles); careers; balancing work and family; managing time; managing money; family protection and security; citizenship; a place to live; food needs; family health and well-being; clothing selection and maintenance; transportation
Audience	Interest level adolescents to adult; literacy level 5-7
Format	Print: textbook, student activity guide Supplementary materials: Teacher's resource guide Transparency packet of 32 ready-to-use color transparencies Teacher's resource binder (includes resource guide and transparency packet) Software: test creation software, which allows the teacher to create and print testing materials tailored to class needs; Macintosh and PC format
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Printed Materials: Student text, $32.97 Teacher's annotated edition of text, $38.97 Student activity guide, $8.25

Teacher's Resource Guide, $36.75
Teacher's Resource Binder, $75.75
Transparency Packet, $39.00

Software:
Test Creation software, $97.50

Legal Considerations Copyrighted

Title	**Take Charge of Your Life**
Source	**Goodheart-Wilcox Company, Inc.** 18604 W. Creek Drive Tinley Park, IL 60477-6243 1-800-323-0440
Topics	Practical Living Skills, Personal Growth and Management, Social Skills: growing up; responsibilities; goals and decision making; managing resources, money, and time; preparing for the world of work; relationships; friendships; strengthening family relationships; the parent's role; how children grow; your body; stressful situations; nutritional needs of teens; food choices; looking your best; selecting and caring for clothes; living space
Audience	Middle school/junior high level; literacy level 5-7
Format	Print: 20-chapter textbook, student activity guide, teacher's resource binder (includes teacher's resource guide and transparency packet of 24 ready-to-use color transparencies) Software: test creation software, which allows the teacher to create and print testing materials tailored to class needs; Macintosh and PC format
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Printed Materials: Student text, $28.95 Teacher's annotated edition of text, $33.96 Student activity guide, $7.65 Teacher's Resource Guide, $31.50 Teacher's Resource Binder, $74.25 Transparency Packet, $37.50 Software: Test Creation software, $78.00
Legal Considerations	Copyrighted

Title	**Becoming Independent: Learning to Succeed on Your Own Series**
Source	**Greystone Educational Materials** P.O. Box 86 Scandia, MN 55073 1-800-773-0671; Fax 1-800-642-2791
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: basic survival, love relationships, banks and banking, finding an apartment, food shopping, budgeting and handling money, wardrobe, job interviews, the first job, food, credit cards, insurance
Audience	Adolescents to adult; literacy level 5-7
Format	Videotape: 13 titles of approximately 15 minutes duration each Print: reproducible workbook
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Per tape, $79.00. All 13, including reproducible workbook, $949.00
Legal Considerations	Copyrighted

Title	**Job World Life Skills Series**
Source	**Greystone Educational Materials** P.O. Box 86 Scandia, MN 55073 1-800-773-0671; Fax 1-800-642-2791
Topics	Practical Living Skills, Social Skills: checking and savings accounts, credit and loans, buying a car, renting an apartment, workplace literacy, living alone, living within a paycheck
Audience	Adolescents to adult; literacy level 5-7
Format	Videotape, software (PC: DOS or Windows, 5.25" or 3.5" disk; Apple—not Macintosh—5.25 disk)
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Videotape: $695 for 9 videotapes Software: $675 for 9 programs
Legal Considerations	Copyrighted
Notes	Each program begins with an evaluative pretest and concludes with a posttest, both of which can be printed

Title	**Living Skills Series**
Source	**Hazelden Publishing and Education** P. O. Box 176 Center City, MN 55012-0176 1-800-328-0098
Topics	The World of Work, Practical Living Skills, Personal Growth and Management: looking for work, making decisions, refusal skills, managing money, hygiene and self-care, values and personal responsibility
Audience	Older adolescents and adults.; while the materials are geared towards recovering substance and alcohol abusers, they are pertinent for all at-risk students and adults. Reading level is at about 5th grade for print materials
Format	Videotapes: 6, 20-30 minutes each Print: 6 workbooks, 6 pamphlets, and 6 facilitator's guides, one for each videotape
Instruction	Teacher directed
Support	Negotiate with sales staff; toll-free number provides some support
Costs	Videotapes, $85.00 each; workbook, $2.00 each; pamphlet, $1.75 each; facilitator's guide, $3.00 each
Legal Considerations	Copyrighted

Title	**Choosing Success**
Source	**Invest Learning Corporation** 9920 Pacific Heights Blvd. Suite 100 San Diego, CA 92121-4330 1-800-927-9997
Topics	The World of Work, Personal Growth and Management, Social Skills: employability, self-esteem, drug addiction, toleration, conflict resolution, leadership, negotiation, family relationships and problems, health, peer relationships, working relationships, dating
Audience	Adolescents and young adults
Format	Software: Diskettes and CD-ROMs, Windows or Macintosh Print: workbooks for each of eight units
Instruction	Teacher directed; for the software component, students work in small groups around a computer terminal. The eight units are intended to be used for a full year of instruction
Support	Available on-line and on-site
Costs	Package of all eight units, $795; per unit, $195. Each unit includes software, CD-ROMs, teacher's handbook, and duplicable workbook
Legal Considerations:	Copyrighted with permission to duplicate all forms and handouts in student workbook

Title	**Building Life Skills Text**
Source	**Lakeshore Learning Materials** 2695 E. Dominguez Street, P.O. Box 6261 Carson, CA 90749 1-800-421-5354
Topics	Practical Living Skills: budgeting time, energy, and money; caring for children; career decisions; good health and nutrition; shopping for food; building a wardrobe
Audience	Interest level 9-adult, literacy 5-7
Format	Print: text, activity book, teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Text, $38.50 Activity book, $9.95; set of 10, $95.00 Teacher's guide, $34.00
Legal Considerations	Copyrighted

Title	**Hire Learning**
Source	**Lakeshore Learning Materials/JIST** 720 North Park Avenue Indianapolis, IN 46202 1-800-648-5478
Topics	The World of Work: landing a job, succeeding in work and community, career and life goals
Audience	Interest level 9-adult, high school young adult, JTPA; literacy level 6; school-to-work emphasis
Format	Print: workbooks, teacher's manual
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Single workbooks, $6.95 each; teacher's manual, $14.95. 30 workbooks (10 each of 3 titles) and teacher's manual, $220.00
Legal Considerations	Copyrighted

Title	**Real Life on Your Own Series**
Source	**Lakeshore Learning Materials** (J. Weston Walch, publisher) 2695 E. Dominguez Street, P.O. Box 6261 Carson, CA 90749 1-800-421-5354
Topics	Personal Growth and Management, Social Skills: building confidence, solving problems, interpersonal skills
Audience	Interest level 7-12, literacy level 4
Format	Print: 3 titles, teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Worktexts, $8.95 per copy; teacher's guide, $7.95; set of 30 (10 copies of three titles) and teacher's guide, $255.00
Legal Considerations	Copyrighted

Title	**Skills for Living and Working**
Source	**Lakeshore Learning Materials** 2695 E. Dominguez Street, P.O. Box 6261 Carson, CA 90749 1-800-421-5354
Topics	Personal Growth and Management, Social Skills: decision making, exploring careers, why people work, communication, cooperation, lifestyles, group dynamics, stereotyping, seeing others, discovering oneself, how to study, changing roles of women and minorities
Audience	Interest level, 8-adult; literacy, 4-5
Format	Print: 12 "modules" and teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	One set of 12 modules and teacher's guide, $99.50
Legal Considerations	Copyrighted materials, but lessons, activities and tests may be reproduced

Title	**Survival in the World Skills Series**
Source	**Lakeshore Learning Materials** 2695 E. Dominguez Street, P.O. Box 6261 Carson, CA 90749 1-800-421-5354
Topics	Practical Living Skills: living alone, consumer buying, getting around, buying a car, renting an apartment
Audience	Interest level 9–adult, literacy level 4-5
Format	Print: 5 titles
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Skillbooks, $2.00 per copy; complete series (10 copies of each title for a total of 50 copies), $95.00
Legal Considerations	Copyrighted

Title	**Surviving After High School**
Source	**Lakeshore Learning Materials** 2695 E. Dominguez Street, P.O. Box 6261 Carson, CA 90749 1-800-421-5354
Topics	Practical Living Skills: choosing a career, applying for a job, checking accounts, affordable housing and transportation, shopping wisely
Audience	Interest level 9-12; literacy level 4-5
Format	Print: worktexts and teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Student worktexts, $14.95 each; set of 10, 129.50; teacher's guide (binder), $24.95
Legal Considerations	Copyrighted

Title	**Living Skills**
Source	**Life Choices Corporation** 1620 East Hillsboro Street P.O. Box 2694 Pasco, WA 99302 1-800-441-6006
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: cognitive life skills; preparing to apply for a job; the job search; getting and keeping a job; banks and credit services; consumer education; addiction; communicating in a social world; stress and anger management; thinking for yourself
Audience	Written at the fifth-grade level, except for the substance abuse unit, which uses more technical language. A Spanish edition was being planned when this information was obtained
Format	Print and software: One volume and software title (requires 486 or higher PC with Windows 3.1 or higher) for each of the eleven topics.
Instruction	Teacher directed; each student has a keypad responder which allows instant feedback
Support	One-day onsite training session may be purchased; Life Choices Corp. also has a technical support hotline
Costs	Each book title approximately $8.00 per copy Hardware startup, $7,700 for a 20-student classroom Software startup, $5,400 for a 20-student classroom
Legal Considerations	Copyrighted
Notes	Divided into four main units: Thinking, decision making, stress and anger management (three volumes); pre-employment training (three volumes); substance abuse (two volumes); consumer education (three volumes) Formally evaluated in correctional setting; contact Idaho Department of Corrections, Windham (TX) School District, Bastrop (TX) Community Corrections Center, Project Genesis (Utah) Juvenile Training Facility

Title	**Life Skills Curriculum**
Source	**Phillip Roy Inc.** PO Box 130 Indian Rocks Beach, FL 34635 1-800-255-9085
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: social awareness, self control, interpersonal relationships, problem solving, risks, values, negation, teamwork; consumerism: decision making, comparative shopping, money management, buying a car, credit; employability: getting a job, job applications, interviews, keeping a job
Audience	Ages 16-40; ESL 3-6; Multi-ethnic and gender unspecific. Some of the materials are in Spanish, and there is print size for the legally blind. Audio tapes are also useful for students with limited reading ability
Format	Print: 17 three-ring binders with full curriculum. Audio tape version also available
Instruction	Open entry and exit; lessons may stand alone Course/lessons can be taught by an inmate by following the teacher guide. Course may also be used as a resource library
Support	Teacher manual; lesson plan and student tests with each book
Costs	$1776.00 for entire course; call for prices on individual books
Legal Considerations	Copyrighted with permission to duplicate

Title	**Life Skills Series**
Source	**South Western Educational Publishing** 5101 Madison Road Cincinnati, OH 45227-1490 1-800-354-9706
Topics	The World of Work, Practical Living Skills, Personal Growth and Management: self-esteem and getting ahead, problem solving and decision making, money management, finding and holding a job, career planning and development
Audience	Literacy level 4-5 for first three units, 5-6 for last two units
Format	Print: 5 student titles with teacher's guide for each title
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Student titles: 1-4 copies, $9.50; 5 or more, $7.25 Teacher's guides: 1-4 copies, $15.00; 5 or more, $11.50
Legal Considerations	Copyrighted

Title	**Life Skills for Today's World**
Source	**Steck-Vaughn Company** P.O. Box 26015 Austin, TX 78755 1-800-531-5014
Topics	The World of Work, Practical Living Skills: world of work, community and government, personal health, your own home, money and consumers
Audience	Literacy level 3-4
Format	Print: 5 workbooks
Instruction	Teacher directed
Support	Negotiate with sales staff.
Costs	Workbooks: 1-4, $8.65 per copy; 5+ copies, $6.48 Set, 2 copies each of 5 titles: $77.95
Legal Considerations	Copyrighted
Notes	Perforated answer pages in workbooks allow self-checking or may be removed by instructor

Title	**Living on Your Own: An Independent Living Simulation**
Source	**J. Weston Walch** 321 Valley Street, P.O. Box 658 Portland, ME 04104-0658 1-800-341-6094
Topics	Practical Living Skills: bank accounts, budgeting, public transportation, credit
Audience	Literacy level 3 and up
Format	Print: teacher guided lesson book, student exercise book
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Lesson book: 1-9, $5.95; 10 or more, $4.95 Exercise book: $15.95 (reproducible)
Legal Considerations	Copyrighted; exercise book is reproducible

Title	**Steps to Independent Living** (Also offered by Weiser Educational, Inc.)
Source	**J. Weston Walch** 321 Valley Street, P.O. Box 658 Portland, ME 04104-0658 1-800-341-6094
Topics	Practical Living Skills, Personal Growth and Management: treating common illnesses, first aid, using money wisely, setting up and maintaining a home, emotional health, and personal decision making
Audience	Literacy level 4-6; adolescents and above
Format	Print: 6 workbooks, teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Workbooks, $8.95 per title; 10-pack set (one title), $88.00; teacher's guide, $9.95
Legal Considerations	Copyrighted

Title	**Basic Skills Series**
Source	**Weiser Educational Inc.** (Opportunities for Learning, Inc., publisher) 30085 Americo, Dept. s96 Margarita, CA 92688 1-800-880-4433
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: using money, following directions, banking, job skills, traveling, filling out forms, skills at home, shopping
Audience	Literacy level 3-4
Format	Print: 9 basic skills titles, 2 review titles
Instruction	Teacher directed
Support	Negotiate with sales staff.
Costs	Basic skills titles, $9.95 each; review titles, $12.95 each; Set of all 11 titles, $110.00
Legal Considerations	Copyrighted materials with permission to reproduce exercises
Notes	Each book in this series, except review titles, contains 16-24 reproducible exercises in basic skills for remedial ad special education students as well as ESL and adult basic education students

Title	**Building Life Skills** (Also offered by Goodheart-Wilcox Company, Inc.)
Source	**Weiser Educational Inc.** 30085 Americo, Dept. s96 Margarita, CA 92688 1-800-880-4433
Topics	The World of Work, Practical Living Skills, Personal Growth and Management, Social Skills: growing and changing; your personality; feelings; communicating; family and friends; managing resources; time, energy, and money; caring for infants, toddlers, and preschoolers; health and safety; baby-sitting; parenting; promoting good health; looking your best; nutrition; getting your money's worth; kitchen safety and sanitation; kitchen utensils and appliances; getting ready to cook; protein foods; desserts; clothing design; building a wardrobe; fibers, yarns, and fabrics; sewing; caring for clothes, comforts of home; personal space; caring for your home; leadership skills; job skills; career decisions; careers in home economics
Audience	Interest level 9–adult, literacy level 5-7
Format	Print: textbook, student activity guide, and teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Textbooks: $35.95 per copy, 10 copies $358.00 Activity guides: $8.95 per copy, 10 copies $88.00 Teacher's guide $32.95
Legal Considerations	Copyrighted

Title	**Steps to Independent Living** (Also offered by J. Weston Walch)
Source	**Weiser Educational Inc.** (J. Weston Walch, Publisher) 321 Valley Street, P.O. Box 658 Portland, Maine 04104-0658 1-800-341-6094
Topics	Practical Living Skills, Personal Growth and Management: getting and staying well, using money wisely, setting up a home, personal decision making
Audience	Literacy level 3 and up
Format	Print: 6 workbooks, teacher's guide
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Workbooks, $8.95 per copy; 10 copies of one title, $88.00; teacher's guide, $9.95
Legal Considerations	Copyrighted

Title	**The Janus Employability Skills Program**
Source	**Weiser Educational Inc.** 30085 Americo, Dept. s96 Margarita, CA 92688 1-800-880-4433
Topics	The World of Work: how not to get fired, payday, getting hired, job planner, job interview guide, job applications
Audience	Interest level 6-12, literacy level 2.5–4; ABE, ESL
Format	Print; 6 titles, teacher's manual Also available: a "Job Interview Practice Pak"
Instruction	Teacher directed
Support	Negotiate with sales staff
Costs	Each title, $7.95; teacher's manual for each title, $.95 Job Interview Practice Pak, $74.95 Employability Skills Program teacher's manual, $55.95 All of the above, $165.95 60 books (10 each of the six titles) and a resource book with reproducibles, tips, and answers for each workbook, $530.00
Legal Considerations	Copyrighted

Section 3

Quick Reference Chart to Life Skills Products

QUICK REFERENCE CHART
TO LIFE SKILLS PRODUCTS

Source and Title	Topics: Work	Topics: Living Skills	Topics: Pers Mgmt	Topics: Social Skills	Audience	Format: Print	Format: Video	Format: Computer	Instruction: Teacher	Instruction: Self	Copyright	Approximate Costs
American Guidance Service *Social Skills on the Job*			x	x	MMR/MMI, 10 and up	x	x	x	x	x	YES*	Software+ $262.96; video+ $314.95; all for $577.95
Clear Pointe Press *Social Thinking Skills*			x	x	All levels	x			x		YES*	$210-250/set plus shipping
Contemporary Books *Essential Skills for the Workplace*	x				Literacy 4-5 (first book) 6-8 (second book)	x			x		YES	$7.95-10.57 per copy
Contemporary Books *Ready to Work*	x				Literacy 4-6 (first book) 6-8 (second book)	x			x	x	YES	$6.95-9.24 per copy
Contemporary Books *You're Hired!*	x				Literacy 4-7	x			x		YES	$6.95-9.24 per copy
Curriculum Associates *Job Smarts*	x				Literacy 4-7	x			x		YES	$6.95-9.24 per copy
Curriculum Associates *Life Skills Employability*	x				Older youth to adult	x			x		YES*	Reproducible copy $89.95 Records books 10 for $24.95
Curriculum Associates *Life Skills Inventory*		x	x	x	Older youth to adult	x			x		YES	Inventory binder $89.95 each Records books 10 for $24.95
Curriculum Associates *Stop & Think Series*	x	x			Older youth to adult	x			x	x	YES	10 student titles and 1 teacher's guide $22.95 per title
Designs for Progress *Personal Living Skills*		x	x	x	Older youth to adult	x			x	x	YES*	Workbook $8.95; teacher's guide $7.95
Educational Design *Life Skills Attitudes*	x	x	x	x	Junior/senior high level; Spanish edition available	x				x	YES	$6.50-8.95 each
Educational Design *The "Me" Series*	x	x	x	x	High school level	x			x	x	YES	$6.50-8.95 each
Franklin Learning Systems *Job Search Skills*	x	x	x	x	All ages; low reading levels	x	x		x		YES*	Workbook $8, teacher's guide $50, video $125
Globe Fearon *The School-to-Work Library*	x			x	Reading 4-6 Interest 6-12	x				x	YES	Student books $8.50 each, teacher's guide $75.00
Globe Fearon *Skills for Resolving Conflict*				x	Literacy 3-4 Interest 6-12	x			x		YES	Student books $6.95 each, teacher's guide $10.95
Goodheart-Wilcox *Building Life Skills***	x	x	x	x	Literacy 5-7 Interest 9-adult	x			x		YES	Text $28.95, activity guide $7.80 teacher's guide, $22.50
Goodheart-Wilcox *From School to Work*	x	x	x	x	Literacy 5-7 Interest 9-adult	x		x	x		YES	Text $29.97, activity guide $7.95 teacher's guide, $25.50
Goodheart-Wilcox *Goals for Living*	x	x	x	x	Literacy 5-7 Adolescents to adults	x			x		YES	Text $31.95, activity guide $7.80 teacher's guide, $31.50
Goodheart-Wilcox *Learning for Earning*	x	x	x	x	Literacy 5-7 Adolescents to adults	x			x		YES	Text $25.95, activity guide $7.65 teacher's guide, $28.50
Goodheart-Wilcox *Strengthening Family & Self*	x	x	x	x	Literacy 5-7 Adolescents to adults	x		x	x		YES	Text $32.97, activity guide $8.25 teacher's guide, $38.97
Goodheart-Wilcox *Take Charge of Your Life*		x	x	x	Literacy 5-7 Junior high level	x		x	x		YES	Text $28.95, activity guide $7.65 teacher's guide, $33.96

*Duplication privileges available. **Available from another source on this list.

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QUICK REFERENCE CHART
TO LIFE SKILLS PRODUCTS

Source and Title	Topics: Work	Topics: Living Skills	Topics: Pers Mgmt	Topics: Social Skills	Audience	Format: Print	Format: Video	Format: Computer	Instruction: Teacher	Instruction: Self	Copyright	Approximate Costs
Greystone *Becoming Independent*	x	x	x	x	Literacy 5-7 Adolescents to adults	x		x	x		YES*	$79 per tape; complete set with workbook, $949
Greystone *Job World Life Skills*		x		x	Literacy 5-7 Adolescents to adults		x	x	x		YES	$695 for 6 videos $675 for 9 programs
Hazelden *Living Skills Series*	x	x	x		Reading 5+; older adolescents to adults	x	x		x		YES	$85 per video $3 per teacher's guide
Invest Learning *Choosing Success*	x		x	x	Adolescents and young adults	x		x	x		YES*	$195 for complete unit $795 for all 8 units
Lakeshore *Building Life Skills*		x			Literacy 5-7 Interest 9-adult	x			x		YES	Workbooks $6.95, teacher's guide $14.95
Lakeshore/JIST *Hire Learning*	x				Literacy 6 Interest 9-adult	x			x		YES	Workbooks $6.95, teacher's guide $14.95
Lakeshore *Real Life on Your Own*			x	x	Literacy 4 Interest 7-12	x			x		YES	Workbooks $8.95, teacher's guide $7.95
Lakeshore *Skills for Living and Working*			x	x	Literacy 4-5 Interest 8-adult	x			x		YES*	All 12 units and teacher's guide $99.50
Lakeshore *Survival in the World*		x			Literacy 4 Interest 9-adult	x			x		YES	$2.00 per book; 10 copies of all 5 titles $95.00
Lakeshore *Surviving After High School*		x			Literacy 4-5 Interest 9-12	x			x		YES	$14.95 per book; teacher's guide $24.95
Life Choices *Living Skills*	x	x	x	x	Reading 5; substance abuse section higher	x		x	x		YES	$8/book; startups—hardware $7700; software $5400
Phillip Roy *Life Skills Curriculum*	x	x	x	x	Age 16-40; ESL 3-6; some Spanish, large print, audio tapes	x			x	x	YES*	$1776 for entire course
South Western *Life Skills*	x	x	x		Literacy 4-5, 5-6 (see text)	x			x		YES	Student titles $97.25-$9.50; teacher's guide $11.50-$15
Steck-Vaughn *Life Skills for Today's World*	x	x			Literacy 3-4	x			x		YES	Workbooks $6.48-$8.65; two complete sets $77.95
J. Weston Walch *Living on Your Own: An Independent Living Simulation*		x			Literacy 3+	x			x		YES*	Lesson book $4.95-$5.95; Exercise book $15.95
J. Weston Walch *Steps to Independent Living***		x	x		Literacy 4-6; adolescents and above	x			x		YES	Workbooks $8.95; teacher's guide $9.95
Weiser *Basic Skills*	x	x	x	x	Literacy level 3-4	x			x		YES*	Books $9.95; review books $12.95; set of all 12 $110
Weiser *Building Life Skills***	x	x	x	x	Literacy 5-7 Interest 9-adult	x			x		YES	Books $35.95, activity guides $8.95, teacher's guide $32.95
Weiser *Steps to Independent Living***		x	x		Literacy 3-4	x			x		YES	Books $8.95; teacher's guide $9.95
Weiser *Janus Employability Skills*	x				Literacy & interest 2.5-4; ABE, ESL	x			x		YES	Complete set for 10, $530

*Duplication privileges available. **Available from another source on this list.

Appendix I

Life Skills
Needs Assessment Form

Appendix I: Life Skills Needs Assessment Form

I. Facility Data

Name of Facility _____

Type of Facility _____

Total Current Population _____

Number of Clients Expected to Go Back to Community Coming Year _____

Average Length of Stay at Facility (in months) _____

Number Expected to Be Available for Life Skills Next Year _____

II. Characteristics of Expected Life Skills Students

Gender

Male: Number _____ % of Total _____

Female: Number _____ % of Total _____

Age

Range from _____ to _____ years; Median _____ years

Ethnicity

African American: Number _____ % of Total _____

Asian: Number _____ % of Total _____

Caucasian: Number _____ % of Total _____

Hispanic: Number _____ % of Total _____

Native American: Number _____ % of Total _____

Other (explain): Number _____ % of Total _____

_____

_____

III. Client Educational Level

Reading Level

(Test used to determine reading level _____)

Below 6th Grade: Number _____ % of Total _____
Grade 6-9: Number _____ % of Total _____
10 and above: Number _____ % of Total _____

GED/High School Diploma

H.S. diploma: Number _____ % of Total _____
GED certificate: Number _____ % of Total _____
Neither: Number _____ % of Total _____

Special Populations

Special Education: Number _____ % of Total _____
ESL: Number _____ % of Total _____
Other (describe): Number _____ % of Total _____

_____

_____

IV. Client Employment Data

Client's Employment Prior to Arrest or Entering Facility

No Work History: Number_____ % of Total _____
Unemployed: Number_____ % of Total _____
Part Time Only: Number_____ % of Total _____
Temporary Labor: Number_____ % of Total _____
Unskilled Full-time: Number_____ % of Total _____
Skilled Full-time: Number_____ % of Total _____

V. Prioritized Areas of Need Reported by Facility Staff

Client's Employment Prior to Arrest or Entering Facility

Priority 1 _____

Priority 2 _____

Priority 3 _____

Priority 4 _____

Priority 5 _____

Additional Comments:

_____

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Appendix II

Life Skills
Product Data Form

Appendix II: Life Skills Product Data Form

Title _____

Source

Publisher and/or Vendor _____
Address _____
City/State _____
Phone _____
Contact Name _____

Program Description

Topics _____
_____
_____
_____
_____

Audience

Gender _____
Age _____
Literacy Level _____
Multi-Ethnic/Multi-Cultural _____
Language _____
_____
Students with Disabilities _____
_____

Format

Books _____
Bindings _____
Workbooks _____
Bindings _____
Supplemental Materials _____
_____
Audio Tapes _____

Video Tapes _____
Software _____
_____
Computer Aided _____
_____
Keypad Response _____
_____
Networked System _____
Teacher Management Materials _____
Tests _____
_____

Instruction

Open Entry/Exit _____
Optimum Class Size _____
Class Composition _____
Teacher Roles _____
Self-Taught/Directed _____
Units/Modules/Sequencing _____
_____

Support

Staff Training:
Startup _____
Ongoing _____
_____

Installation:
Hardware _____
Software _____
Software Upgrades _____
Startup _____
Ongoing _____
Trouble-Shooting/Hotline _____

Costs

Printed Materials _____
_____

Hardware:

Startup _____

Ongoing _____

Software:

Startup _____

Ongoing _____

Legal Considerations

Copyrighted _____

Public Domain _____

License Requirements _____

Notes

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Appendix III

Life Skills
Product Evaluation Form

Appendix III: Life Skills Product Evaluation Form

Title of Product _____

Publisher _____

Reviewed by _____

_____

_____

I. Student Appropriateness (Check "yes" or "no.")

Product is appropriate for intended students in terms of:

Age	Yes __	No __
Gender	Yes __	No __
Ethnicity	Yes __	No __
Reading level	Yes __	No __
ESL	Yes __	No __
Special education needs	Yes __	No __

II. Quality of Product (Circle number of most appropriate answer.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Contents well presented	1	2	3	4	5
Covers subjects needed	1	2	3	4	5
Holds student interest	1	2	3	4	5
Is up-to-date	1	2	3	4	5
Fosters critical thinking	1	2	3	4	5
Fosters values	1	2	3	4	5
Illustrations attractive	1	2	3	4	5
Illustrations appropriate	1	2	3	4	5
Includes good exercises	1	2	3	4	5
Includes good tests	1	2	3	4	5
Includes good teacher manual	1	2	3	4	5
Is well modularized	1	2	3	4	5

III. Recommendations (Check "yes" or "no.")

I recommend adoption of this product as our life skills program. Yes __ No __

I recommend adoption of this product for part of our life skills program. Yes __ No __

I recommend adoption of this program for supplementary use only. Yes __ No __

IV. Additional Remarks

ISBN 0-16-049467-2

U.S. Department of Education
Office of Vocational and Adult Education

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